



Melcombe Primary School Behaviour Checklist  
UNCEF Article 25: Every child has the right to an education.

Opt for **positive, targeted praise** and use Mellows to reward the child.



**Spot potential issues** before the behaviour gets out of hand:  
Have a quiet word, or signal to child to make them aware of their behaviour.



Be fair. **Give the child a chance** to correct his/her behaviour.  
If not, direct the child to work in class Time Out area (10 minutes) making clear the reason.



If the behaviour persists, **an adult takes the child and their work to the partner class** for the remainder of the lesson.  
A responsible child may be sent to get an adult from a nearby class.



Clean slate. When the child comes back, s/he and the Teacher resolve the issue and agree child's entry back into class. **Catch them being good**, use targeted praise and **reward them**.



Consistency. If the behaviour continues, an **Incident Sheet is filled in and the Teacher takes the child to a member of SLT in Reflection** (Pavilion) at 1230. (If it is wet play, Reflection is held in Groups Room 2)



**Trust your judgement. Send a brief note (name and Class) to the office who will contact SLT. Alternatively, send an adult for a member of SLT immediately, bypassing all other steps, if a child is putting themselves or others in danger.**



Resolving issues. **Parents/Carers are called in to meet the teacher and a member of SLT** if their child is in Time Out or in Reflection regularly and home/school targets are put in place to help the child get it right.



**The Incident Sheet and Target sheets build evidence for support.**  
Targeted strategies are discussed between the Senior Leader, Teacher, Parent and Child, put into place and are reviewed on a regular basis.